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Review of Aligning Faculty Rewards with Institutional Mission: Statements, Policies, and Guidelines by R.M. Diamond (1999, Anker Press)

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help the reader contextualize some of the observations and situations described in the book. Indeed, three of the ten chapters have four or fewer citations each. This lack of recognition of the literature, coupled with an unnerving number of claims in several of the chapters that go unsubstantiated, suggest that casualness, rather than analysis, was the goal of the work.

There are exceptions to the casual tone and approach to the literature. The chapter by Fletcher and Patrick on teaching and learning is thorough, very readable, and contains a useful reference list as well as helpful and instructive appendices. Likewise, Malone's chapter on professional development and advancement is a well-referenced and even-toned discussion of the changes and challenges that faculty might confront as they continue in their careers. Moreover, it encourages readers to ask themselves the very important question: Do you even want this career?

Surprisingly and disappointingly absent from the book is any discussion of life as a full-time faculty member in a two-year college. Certainly faculty at community colleges teach and advise and engage in other activities just like their four-year institution colleagues. But given that large portions of the book involve discussions of adult students, how future students will be different from current students, and diversity in higher education, the complete oversight on the part of the editors to consider how these (and other) issues might affect full-time faculty in two-year institutions is mysterious.

What Bianco-Mathis, Chalofsky, and their colleagues attempt in this book is no mean task. Trying to capture the intricacies of faculty life in one volume would make the bravest of us tremble. Differences embedded in academic disciplines, institutional types, and individual priorities and proclivities, among others, suggest that our chances of success would be diminished from the outset. In the face of such a daunting task, providing the anecdotes, observations, and advice of seasoned faculty and administrators seems a reasonable approach. Their insights warrant some heed if by none other than those who are beginning—or are contemplating beginning—a career in academe. Such insights, if taken for what they are, will rarely hurt one. What is less clear is how helpful they will be.

Aligning Faculty Rewards with Institutional Mission: Statements, Policies, and Guidelines, by Robert M. Diamond. Bolton, MA: Anker, 1999. 187 pp. \$34.95

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Faculty role performance has been and remains central to the higher education enterprise. One of the more significant debates in higher education continues to revolve around the seemingly prevalent disjuncture between espoused institutional values regarding the importance of teaching and community service and the actual institutional reward systems that most often focus on the scholarship of research. As a result, institutions send mixed messages to faculty and other

important constituents. The preface of *Aligning Faculty Rewards with Institutional Mission* makes it clear that the disparity between what an institution says and what it does regarding faculty role performance and rewards undercuts the effective transmission of values and the successful accomplishment of goals at colleges and universities. The author is well qualified to tackle this significant topic, because he brings a wealth of experience as a faculty member, administrator, and nationally renowned expert on balancing teaching and research. Hence, this book reflects thoughtful understanding of—and experience with—the complex issues surrounding faculty reward systems from faculty and administrator perspectives.

It is a real pleasure to read a book that gets right to the point and is concise, while still providing a wealth of practical information and usable resources. Indeed, the conciseness of the text makes this book particularly valuable to busy academic and administrative leaders who need this type of information but rarely have time to do the necessary research and reading.

Chapter 1 lays the foundation for the rest of the book by providing an overview of the faculty reward system. Building upon previous work by Ernest Boyer, Eugene Rice, and others; this first chapter speaks to the need to be aware of the multiple dimensions of the faculty role and to the need to understand how institutional, disciplinary, and individual differences should be accounted for when developing faculty reward systems. The second chapter provides suggestions regarding successful internally and externally generated strategies for getting the reward system review on the institutional agenda. Chapter 3 relates the need to define institutional mission and vision as the basis for developing appropriate and viable faculty reward systems.

The next three chapters focus on addressing the faculty reward system at different levels. In Chapter 4 Diamond focuses on the institutional level. He discusses the importance of such issues as institutional size and complexity, the compatibility of the reward system across organizational levels (institution, school/college, department program), and the process involved with developing guidelines at the institution, college, or school.

Chapter 5 specifically addresses the faculty reward system at the departmental level. It provides greater detail about departmental issues, including tips on starting the process in the department, promoting discussion within the department, and hiring of faculty. The chapter concludes with a number of excellent excerpts from actual departmental statements representing a diverse array of institutional contexts.

Chapter 6 examines the faculty reward system as it pertains to the collective bargaining unit. This chapter also provides a number of useful excerpts taken from various collective bargaining agreements. The book concludes with a brief, but adequate, annotated bibliography of resources on the faculty reward system.

Aligning Faculty Rewards with Institutional Mission provides a clear contribution to educational policy and practice. One of its most helpful aspects is the inclusion of examples and excerpts of documents, policies, and programs that have already been successfully employed in actual colleges and universities. The diversity of institutions from which these examples are drawn strengthens the usefulness of this book across the various college and university types found throughout American higher education. Useful information is provided about both the process and the content of the faculty reward system.

The contribution of this book to knowledge is less clear. Its brevity makes it extremely useful in developing policy and improving practice. As is the case with many aspects of life, the source of this book's greatest strength—its conciseness—is also the source of its most glaring weakness. The author has clearly chosen to focus on making this a “how to” book. Hence, important issues surrounding conceptual assumptions, assessment, and research in the area of faculty reward systems are not really addressed. However, given the previous publication of good sources of information on these areas elsewhere (e.g., *Scholarship Reconsidered: Priorities of the Professoriate* by Boyer [1990], *Scholarship Assessed: Evaluation of the Professoriate* by Glassick, Huber, & Maeroff [1997], and *Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness* by Centra [1993]), Diamond's book makes a valuable contribution by focusing less on what has already been published and more on information that has not previously been readily available in this type of concise, user-friendly synthesis.

The most disappointing feature of *Aligning Faculty Rewards* is the lack of a concluding chapter that ties everything together. The first chapter does an excellent job of outlining what follows in the remaining chapters, and a similar summary chapter that revisits, synthesizes, and summarizes everything that has been covered in Chapters 2 through 6 would be helpful. This type of summary would have made it easier for less experienced individuals to understand how the various specific details at different organizational levels are related as part of the larger faculty reward system process. A concluding chapter also would have provided the author with an opportunity to make suggestions for future research and evaluation in this area.

In addition to being useful to administrative and academic leaders and policy-makers, this book can also be valuable to individual faculty members interested in better understanding their roles and how those professional roles relate to the mission of their institution, the nature of their discipline, and the goals of their departments. Moreover, this book could serve as a supplementary text in graduate-level courses that focus on the academic profession and college teaching.

In summary, Diamond has provided a valuable service for leaders in higher education who are interested in the improvement of the faculty reward system on their campuses. *Aligning Faculty Rewards with Institutional Mission* provides readers with a well-organized, well-written, and easy to use primer on developing faculty reward systems in a variety of institutional settings. The book is particularly remarkable given the way in which the author is able to concisely cover the material without sacrificing coverage of the complexities involved in trying to account for institutional, disciplinary, and individual differences. It should be required reading for anyone engaged in developing or reviewing faculty reward systems and should be on the reference shelf of academic administrators and faculty members across the country.

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A Professor's Work, by Matthew Melko. Lanham, MD:
University Press of America, 1998. 268 pp. \$57.00 (\$38.50)

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A principle of book reviewing is to avoid discussing what the book is *not*. But this book demands violation of this principle, as the work is *not* what the author claims. Matthew Melko, now Professor Emeritus of Sociology at Wright State University in Dayton, purports writing this book for Sociology of Occupations and Professions courses, because such a course could greatly benefit from case studies of professionals and he could not find a participant-observer case study of a professional occupation. Hence this autobiographical book of a year in his life as a professor.

This is not an exposé in the genre of *This Beats Working for a Living* (Professor X, 1973), *ProfScam* (Sykes, 1988), or *Poisoning the Ivy* (Lewis, 1997). Nor is it a scholarly book. Nor is it a textbook, although Melko allows it to be characterized as such with only weak recharacterization as "a study" (p. 158). It is simply a highly personalized autobiographical account that is not appropriate as a supplemental reader for a sociology course. As an autobiography, it also demands violation of another good principle of book reviewing; namely, focus on discussing the book and not the person, the author.

Not only is the rationale for the book misleading—indeed, on the last page the author even acknowledges that a similar work had been done by James Phelan (1991)—but it also misleads in other germane respects. Melko carefully lays out the criteria (p. 2) for scientifically selecting a typical institutional setting to use for his case study—which in fact is selected only because of the convenience that he has been a faculty member there for 30 years. At the outset of this project he admits being unaware that there has been any public criticism of academics, such as attacks on the tenure system or legislatures concerned about teaching loads at public institutions. This is remarkable naiveté for one who teaches in Sociology of the Professions and is embarking on writing a book on the professorial profession. Moreover, he later claims, at the beginning of Chapter 8, that it was these attacks on the profession that gave the impetus for undertaking this book.

Misguiding the reader is an alienating way to begin a professional book. Self-aggrandizement in an autobiography (characterized as "a study") exacerbates the alienation. Though admitting and documenting that he receives poor teaching evaluations from students, most other admitted shortcomings are trivial. On the other hand, Melko unabashedly states that he possesses "a keen ethical sense" (p. 221) and is "scrupulous of the rights of others" (p. 226). But the book itself masks no identities and literally names over three hundred indi-